

# Critical Reasoning

Student Learning Outcomes: Students will demonstrate university critical reasoning proficiencies through written expression.

## The Value of Critical Reasoning

Critical reasoning is a form of higher order thinking and writing that requires students to analyze and effect, determine consequences, evaluate sources, and become information literate. Arguments based on the conventions of logic and coherence, distinguish sound premises from faulty ones, detect fallacies, discern strong from weak conclusions, recognize patterns of critical reasoning provides the foundation for academic excellence, professional expertise, and informed citizenship.

## Supporting Skills

1. Students will state clearly and describe comprehensively an issue or problem to be critically considered.
2. Students will draw, cite, and apply evidence from multiple, highly credible sources.
3. Students will articulate and defend a position with compelling arguments.
4. Students will offer a thorough exploration and demonstrate a nuanced understanding of conclusions drawn through critical consideration of a problem or issue.

## Course Content Criteria

(Courses must meet all categories in Content Criteria. In order to meet these requirements, potential instructors should closely consult the Office of General Education and the Director of Critical Reasoning.)

1. Courses in this category have a sustained focus on the development of the skill of critical reasoning as expressed in written form.
2. Courses in this category provide multiple opportunities for formal drafting and substantial revision, based on closely commented instructor feedback, totaling 4500 to 6000 words of writing (The equivalent of approximately 151 pages of 12-point, double-spaced text, not including tables, figures, illustrations, bibliographies, and other extra-textual components.)
3. Courses in this category cultivate skills of information literacy to locate, evaluate, and use



	<p>student's position are implicitly or explicitly communicated.</p>	<p>position are implicitly or explicitly acknowledged.</p>	<p>or well articulated. Limitations of the student's position are superficially acknowledged.</p>	<p>position are superficially acknowledged or not acknowledged at all.</p>
<p>Consequences and implications</p>	<p>The outcomes, consequences, and implications are thoroughly explored and demonstrate a nuanced understanding of how the conclusions impact the broader context. Consequences, significance, and /or implications clearly articulated and directions are considered.</p>	<p>The outcomes, consequences and implications are adequately explored and demonstrate a reason (only under 24) of how the conclusions impact the broader context. Consequences, significance, and /or implications are generally articulated and some logical next steps are</p>		